Motivating Language Lessons Among Blind Children in the Elementary Grades

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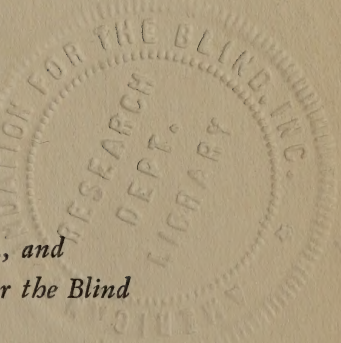
MOTIVATING LANGUAGE LESSONS AMONG BLIND CHILDREN IN THE ELEMENTARY GRADES

WRITTEN BY TEACHERS IN THE
LOWER SCHOOL OF PERKINS INSTITUTION

COMPILED AND EDITED BY
FRIEDA KIEFER MERRY, PH.D.



DEPARTMENT OF SPECIAL STUDIES
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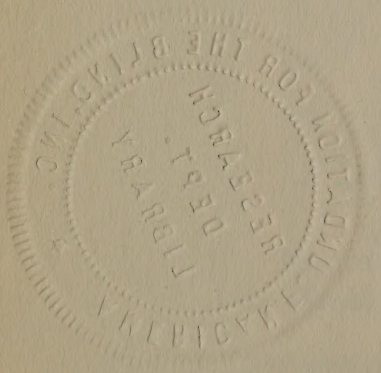

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To
Edward Ellis Allen
Director of Perkins
Institution and Massachusetts
School for the Blind
1907-1931

PREFACE

THIS pamphlet is a compilation of articles written by teachers in the Lower School of Perkins Institution and Massachusetts School for the Blind. It presents devices which have proved successful in motivating language work among blind children in Grades One to Six. Projects for special occasions, as well as those designed to increase the effectiveness of everyday language usage, are included. The survey which concludes this booklet shows a distinct need for interesting drill devices to correct common errors in the everyday speech of blind pupils.

Language ought to be a most important factor in socializing the blind child, and it is hoped that material presented herein may be helpful in the realization of this aim.

Grateful acknowledgment is made to the Perkins teachers for their coöperation, to Dr. Edward E. Allen, and to the American Foundation for the Blind, Inc., for making this publication possible.

FRIEDA KIEFER MERRY

Watertown, Massachusetts
June, 1931

CONTENTS

PAGE

PREFACE

I. VITALIZING LANGUAGE THROUGH DRAMATIZATION Margaret Miller 9

II. THE DOLLS' FESTIVAL: A LANGUAGE PROJECT FOR PRIMARY GRADES Susan E. Morse . . . 13

III. ENCOURAGING SPONTANEITY IN LETTER-WRITING Margaret Miller 17

IV. WPIPD BROADCASTS Frieda Kiefer Merry . . 21

V. INCREASING THE EFFECTIVENESS OF LANGUAGE LESSONS WITH PRIMARY BOYS Mary A. Lermond 25

VI. "MY WEEKLY READER" AS A BASIS FOR PROJECT WORK IN LANGUAGE Feodore M. Nicholls . . . 29

VII. COMMON LANGUAGE ERRORS MADE BY A REPRESENTATIVE GROUP OF BLIND CHILDREN Frieda Kiefer Merry 34

We Are Approaching Land! Land! Land!

VITALIZING LANGUAGE THROUGH DRAMATIZATION

MARGARET MILLER[1]

SINCE dramatization is so excellent a means of helping children overcome self-consciousness, we are glad to use this form of language work wherever feasible in our department.

From the reading and acting of the simplest stories in their readers, involving characterization, to the presentation of little plays at Christmas parties and other special occasions, the children never fail to enter into this work with enthusiasm. Indeed, we sometimes feel that they would be quite contented if our language work were a series of dramatizations, provided they might entertain a real audience and attend to all the details which such a project involves. However, we prefer to reserve this kind of activity as a special treat, or as the culmination of some project. There naturally is the problem of selecting suitable parts for the various children, and care, also, must be taken not to give prominent rôles repeatedly to the same talented children. It is surprising, nevertheless, how often the children will help simplify the situation by suggesting appropriate parts for each member of the class. Another activity in which they delight is in dividing the care of the properties and setting of the stage among the children who have less prominent parts in the dramatization.

Early in the year the Fifth Grade girls were studying in their history class the life and achievements of Columbus. It was suggested that they compose a scene depicting one of his many adventures, and the scene on board the *Santa Maria* was selected by the girls for this purpose. There being but six girls in this class, and four of them having some vision, the matter of selecting characters, suggesting conversation and action, and presenting the dramatization was comparatively simple. However, we found that it required considerable ingenuity to improvise enough conversation and action for every one to feel sufficiently important. The scene ran as follows:

SCENE

On Board the *Santa Maria*

(*Enter Columbus on one side, the sailors on the other.*)

FIRST SAILOR. What is that awful-looking thing?

SECOND SAILOR. It is one of those terrifying sea-monsters we have heard so much about.

THIRD SAILOR. Let us ask Captain Pinthon to tell Columbus to turn back.

ALL. Aye, aye!

[1]Teacher of language in the Girls' Primary Department, Lower School, Perkins Institution and Massachusetts School for the Blind.

(*Enter the Pinthon Brothers.*)

FIRST SAILOR. O, Captain Pinthon, let us turn back home for we saw an awful sea-monster. Look! See, the smoke is coming out of his mouth.

SECOND SAILOR. Look at that huge mass of green stuff in the water!

THIRD SAILOR. That is the mermaids' hair.

SECOND SAILOR. Listen to that awful roaring!

FIRST SAILOR. That is the voice of the sea-gods. They are angry with us for coming into their seas.

THIRD SAILOR. It is the fault of the Admiral for bringing us out into this Sea of Darkness.

ALL. Aye, aye, it is the fault of the Admiral!

PINTHON BROTHERS. We, too, are anxious to turn back, and will go to Columbus at once.

(*Pinthon Brothers cross the deck to Columbus.*)

FIRST BROTHER. Brave Admiral, we all ask you to turn back, for we shall never see land sailing on in this way.

SECOND BROTHER. We have seen a great sea-monster with smoke trailing from his mouth in a most terrifying manner. Do you not see it? Over there!

COLUMBUS. No, my men, that is only a volcano, like our own Mt. Etna at home.

SECOND BROTHER. We have seen masses of mermaids' hair in the water, and fear the rocks it may be hiding.

COLUMBUS. That is only the seaweed that grows abundantly in this part of the sea.

FIRST BROTHER. The awful noise that the sea-gods make is terrifying the sailors.

COLUMBUS. That is only the great waves dashing against the sides of the ship. Go back and tell the sailors not to be afraid of any of these things. Look, even now there is a bird flying overhead, which is surely a sign of land.

SECOND BROTHER. Yes, Admiral, we see the bird, but still doubt our nearness to land.

COLUMBUS. Let us follow that bird for three days, and we shall surely come to land.

BOTH BROTHERS. We hope you are right, Brave Admiral, and will tell the sailors what you say.

(*Brothers return to Sailors.*)

THIRD SAILOR. Here come the Pinthon Brothers. I wonder what news they have for us.

FIRST SAILOR. What did Columbus say about the angry sea-gods?

FIRST BROTHER. He said that is only the waves dashing against the ship.

SECOND SAILOR. And of the mermaids' hair?

SECOND BROTHER. It is but great masses of seaweed that grow abundantly in this part of the sea.

THIRD SAILOR. What did he say of the terrible sea-monsters?

SECOND BROTHER. He said that is only a volcano like our own Mt. Etna at home.

ALL. Then Columbus will not turn back! Then we shall surely be lost in this Sea of Darkness!

FIRST SAILOR. I don't believe Columbus knows the way back to Spain.

ALL. Aye, aye!

FIRST BROTHER. Columbus now commands us to follow a bird.

ALL. What bird?

SECOND BROTHER. Do you not see that bird flying over the ship?

ALL. Where? Where?

BOTH BROTHERS. Come with us, and we will show you.

(*All go over to the side of the ship. Columbus remains watching.*)

Three Days Later

(*Enter Brothers and Sailors.*)

FIRST SAILOR. Three days and three nights have passed, and still no sight of land.

SECOND SAILOR. We do not believe in the bird. He is taking us farther out to sea instead of nearer to land.

THIRD SAILOR. The mermaids' hair is growing thicker and thicker every minute.

(*Exit the Brothers.*)

THIRD SAILOR. If Columbus will not turn back, we will throw him overboard tonight while he is watching, and turn back ourselves. We will find the way, and without any help from that bird either.

ALL. Aye, aye, that we will!

(*Columbus, passing by, sees their angry and discouraged looks. Sailors stop him.*)

ALL. Brave Admiral! Brave Admiral!

COLUMBUS. Yes, my brave men, what do you wish of me?

SECOND SAILOR. We have followed the bird for three whole days and three whole nights, and it is taking us farther out to sea instead of nearer to land.

COLUMBUS. Let us keep on for three more days. Meanwhile, the first man to see land shall receive a reward.

ALL. What reward?

COLUMBUS. It shall be a scarlet cloak and a bag of gold.

THIRD SAILOR. But if we do not come to land in that time, we shall return to Spain.

COLUMBUS. Go to your work, my men, and keep a sharp watch. Let us see who will win the reward.

(*Sailors go out, leaving Columbus to watch.*)

Three Days Later

COLUMBUS. This is the third night of watching since my promise was given. What a disgrace to turn back now, after all these days of travel, and with nothing for the King and Queen of Spain. (*Looking intently.*) I believe I do see a light! My men! My men! There is a light! This is truly a sign of land!

(*Enter Pinthon Brothers and Sailors excitedly.*)

ALL. Where? Where?

COLUMBUS. Do you not see it?

ALL. Aye, aye, we see it now!

COLUMBUS. I will keep watch for the rest of the night, and in the morning we will land.

Next Morning

(*Sailors enter excitedly.*)

ALL. We are approaching land! Land! Land! We have reached land at last.

Every Christmas finds the Primary girls enthusiastic over the plays which they prepare as their share in the entertainment for the party just before the holidays. This year the Fourth Grade girls gave a lively dramatization in which Santa vainly tried to fill Mrs. Santa's place in that wonderful workshop at the North Pole the afternoon before Christmas. The freedom with which the children without sight moved about in their fairy and brownie personifications was gratifying, and all entered into the fun with much spirit. Santa in the Fifth Grade play was the life of the dramatization planned for that group until, just two days before the party, Santa was suddenly summoned to leave for home. Consternation filled the remaining caste until it was suggested that possibly some one else could take Santa's part. To every one's relief it was discovered that one of the Imps had unconsciously memorized Santa's lines, and that the Little Girl could take the Imp's place. A Brownie from the Fourth Grade play learned the Little Girl's part, and all went merrily on. Every one entered so heartily into this experiment that two days later, when the play was finally presented, few in the audience knew that Santa was but two days old at his post, having previously been an Imp; and that the Little Girl had acquired her Impish qualities so readily that she performed very naturally. The Sixth Grade play was in pleasing contrast to these lighter plays in its quiet seriousness and spiritual significance of the season. At Hallowe'en, Thanksgiving time, and Washington's Birthday each grade gives simple and appropriate dramatizations, and all feel that this activity adds much to their enjoyment and appreciation of the particular season.

A Japanese Dolls' Festival

THE DOLLS' FESTIVAL: A LANGUAGE PROJECT FOR PRIMARY GRADES

SUSAN E. MORSE[1]

THE teaching of language in residential schools for the blind has some advantages over the teaching of the same subject in public schools for the seeing. Our classes usually are much smaller and therefore the pupils have, or should have, a greater opportunity for oral expression. It may be assumed that children in residential schools hear, for a longer period during the day, correct English, than do many public school children, especially those among foreign classes. Since teachers in residential schools are in close association with pupils and are conversant with so many of the pupils' experiences, their language work can be more spontaneous and less artificial than that in other schools.

Our children, however, lack the number and variety of experiences which children who see have. Miss Annie E. Moore in an article in *Teachers College Record*[2] says: "Outside of school, children attain a considerable mastery over the mother tongue through the abundant and free use of speech in purposeful and significant ways. They are constantly having new contacts with materials, with objects, and with people, and through these contacts they often acquire very extensive vocabularies." It is for us to give our children as many of these contacts and experiences as possible.

The experience described here came as an outgrowth of the reading of *The Japanese Twins* by Lucy Fitch Perkins and of the children's interest in the project initiated by the Committee on World Friendship Among Children which resulted in an exchange of dolls between our country and Japan. Through the reading of *My Weekly Reader* and the daily paper interest had been aroused in the good-will trip of the four Japanese girls.

During the year several people, both American and Japanese, who had recently been in Japan had visited our school and had told the children facts of interest about that country.

With this background we decided that we should have the dolls' festival here in America on the same days in which the little Japanese girls had theirs. (Probably a class of boys would have, as readily, shown interest in the festival of flags.)

Just about the time we were talking over our plans, a Japanese woman happened to come into our class-room and gave us a photograph of a real Japanese festival. More detailed information was ob-

[1]Teacher in the Girls' Kindergarten Department, Lower School, Perkins Institution.

[2]Quantitative Study of Oral English in the Primary Grades, XX, May, 1919, p. 266.

tained at The Children's Museum in Jamaica Plain, Boston, Massachusetts, where the dolls' festival is very well represented. This was described to the children and later the material reproduced as a class language lesson, as given below.

We decided to base our festival on the idea of the Japanese one, but making it American. This served as material for a great deal of purposeful language work. It is not necessary to point out the many subjects brought up. In the account given on pages 15 and 16, which was also written as a group lesson, each paragraph will be suggestive of many subjects.

The stairs were made by the children, under the teachers' direction, with the Patty Hill blocks.

The dolls were loaned by the children; the principal ones were dressed by the teachers. One of the girls had a set of tiny doll's furniture and dishes which fitted in well and were of good proportion.

There was nothing elaborate or finished about this project, but nearly every girl contributed something.

When the stairs were completed the girls wanted to ask the kindergarten children and all the people in the house to come to see them. Oral invitations were given and the pupils were prepared to describe to the guests each stair and what it represented. To be able to stand before a group of people and to do this acceptably required a great deal of preparation. Not every girl could describe every stair, but the majority of the class could describe, to a very fair degree, the festival as a whole. Those who could not do this had some small part to tell about.

With young or immature children only a small language unit should be used. Two or three sentences are enough.

So great was the interest that we extended our festival and kept the stairs for six, instead of three, days. Meanwhile the children had an opportunity to describe it to several visitors who came in.

This year, as the first of March drew near, the girls asked if they might have the festival of dolls. This did not seem feasible. Several of the girls, however, on their own initiative had little festivals of their own in their rooms.

The experience was so real to the girls that probably for some time to come the first three days of March will suggest the festival of dolls in Japan.

The two accounts of the festival were used in the girls' *Bradlee Companion,* a collection of papers which formed their little monthly magazine.

This was just one experience, but it was within the range of the girls' interests and development and therefore gave a real opportunity for language expression.

THE DOLLS' FESTIVAL

The little Japanese girls have the Dolls' Festival on the third of March every year.

Early in the morning the mother puts fresh flowers in a vase in honor of the day.

Five steps are arranged against the wall. These are for the dolls. On the top stair sit the Emperor and Empress. Near the Empress are her crown jewels. Near the Emperor is his sword.

On the second stair are servants and ladies-in-waiting, serving a meal. On the tables are cakes in five colors. These cakes are supposed to be "Moche," a very sticky paste made from rice. They are served on festive occasions. For the dolls' festival they are colored five colors found in the plum blossoms. The Japanese are very fond of plum blossoms. To them they mean joy.

At doll festival time the Japanese girl learns to cook a real meal. She pretends to offer it to the Emperor and Empress. After a time she takes the food and she and her friends eat it.

At the left of the third stair is an orange tree; at the right a cherry tree. These trees are found at the flight of stairs leading to the palace in Kyoto.

Seated at the right is a doll representing the Army; at the left one representing the Navy. Between them are five musicians. The one who represents the singer shows that he is singing by holding a fan.

The fourth stair represents entertainment. Some old story or some historical event is chanted by a man seated, while a woman acts the story. Pine trees are always on the scene.

At each end of the stair are modern Geisha girls, professional entertainers.

In the center are a court lady and her dog and three court servants, one showing joy, one sadness, and one anger.

The fifth stair has, at the left, a wagon holding a bowl of flowers to be taken from the palace garden to the Emperor and Empress. There is a lunch box used by children to be served to visiting playmates.

On a little platform are a lady's toilet articles, a wash basin, mirror, towels, kimonos on a rack, tooth powder, baggage, games, and other dolls' furniture.

The little Japanese girls always have their dolls' festival for three days, then put their dolls away for another year.

OUR DOLLS' FESTIVAL

Our dolls' festival is like the Japanese dolls' festival, only we made ours an American one.

On the top stair are President Hoover and Mrs. Hoover. Beside President Hoover is a table with a fishing-rod on it, for he likes to go fishing. There is a book on the table, too, and beside him is a desk.

President Hoover has a black suit on with a white shirt, which he wears when he goes out visiting at night. Mrs. Hoover has a green dress with lace on it, and with a long train.

On the table beside her are her jewels. Near her is a Scout suit which Olga made, for Mrs. Hoover is interested in Girl Scouts. There is a fireplace between them with a clock on the top and some andirons with sticks on them. They are very cozy.

There are two guests visiting them. One is a doll which was made by Mrs. Julia Ward Howe. The other is a Japanese doll.

The next stair represents serving a meal. There is a table with a tablecloth and napkins. We play serving the meal to President and Mrs. Hoover. Alice serves the fruit, Elsie serves the cod fish, Jennie serves the turkey, Ethel the ice cream, and Everill the coffee.

On the next stair, at the right, is an Army man; at the left is a Navy man. Between them are four musicians, playing in the band. Angelina plays "Stars and Stripes Forever" on her harmonica, for the play band.

The fourth stair is the entertainment stair. American people like to ride in automobiles and aeroplanes, so we have a little aeroplane. They like to listen to radios and victrolas, so we have a radio and victrola which Georgianna made.

They like very much to watch baseball games, so we have a little baseball player with a ball in his hand. They like to watch shows and go to the movies. We have for our show Paul Revere and his horse. Ruth Potter tells us the story of Paul Revere.

The fifth stair has Mrs. Hoover's furniture. There is a bed, a dresser, and a chiffonier. There are some dolls' dresses. On one end of the stair is a basket which has sweetmeats in it, used by the children when they have guests.

On our Honorable Recess we have two yellow candles at each end. In the middle there is a green bowl with some daffodils, sweet peas and snap-dragons.

On one side of the five stairs is an ivy. This piece of ivy came from some ivy brought from George Washington's house at Mount Vernon. On the other side of the five stairs are some forsythia branches.

The five stairs are all covered with pretty blue crêpe paper.

The teachers and the little girls with their dolls came to our festival.

Grace and Angelina read about some visitors we have had from Japan. The class read the story of the Japanese festival.

Ruth Cox and Mertys explained about the stairs.

Our Dolls' Festival

ENCOURAGING SPONTANEITY IN LETTER-WRITING

MARGARET MILLER[1]

HAVING known many people who have literally lost touch with highly-prized friends through neglect in letter-writing, we feel it to be essential for our pupils to write interesting and satisfying letters so easily and naturally that they will wish to keep in touch with their friends in this way. Usually it is not difficult to persuade the younger children to write home, and many of their letters are delightfully free and spontaneous. For others, it is quite a task to overcome the traditional beginning, "I am well and hope you are the same," and the as trite ending, "I will close now." It is somewhat embarrassing when trying to persuade the children to drop these forms, to have them say most loyally that "Mother always begins and ends her letters that way." Feeling that loyalty to Mother and her ways of doing and saying things is most commendable, we give her all due credit; but remind ourselves that Mother does not always give us the same things to eat and to wear; neither does she always greet us with the same words when we see her; so very likely, she, too, would appreciate and enjoy a letter beginning in a different way. Whether or not one has received a letter or other communication from the one being addressed makes quite a difference in the ease with which the children (or any one, for that matter) find interesting topics about which to write. We encourage expressing appreciation of any such communications early in the letter, trying as often as possible to vary the trite form: "I received your letter, and was glad to hear from you," to "Thank you for your cheery letter, telling me that Sister is better again," or, "The birthday cake which you sent me was very good, and I thank you many times for it. I shared it with all the girls at my table, and they want me to tell you how good it was, and to thank you for them"; or, "What you wrote me about the new puppy in your nice letter, makes me want to see him right away. I hope he won't grow too big before I get home to see him." If no communications have been received we try to think of something which has happened at school which will interest our friends, e.g., "Yesterday we went to a concert at the Upper School, and wish you had been with us. You would enjoy the lovely music, too"; or, "Last week it snowed so much that we had good coasting for a long time. We had lots of fun making snow men and snow forts, too." Once the letter is started, the children, generally, find little difficulty in thinking of interesting things to follow, including what they are doing in the various departments in school, the books they are reading, the games they are playing and happenings which vary the school routine.

[1]Teacher of language in the Girls' Primary Department, Lower School, Perkins Institution and Massachusetts School for the Blind.

In fact, when the Fifth Grade girls were writing their last letter to the Fifth Grade girls in the Faribault School in Minnesota, they found it difficult to condense what they had to tell so that their letters should not become too long.

Spelling and punctuation are, in many cases, such enemies to spontaneity that we often "just write what we have to say without worrying about them" and then re-write our letters, correcting errors. Nor do we insist upon the children's letters being "letter-perfect" before sending them. So long as they are neatly written, with correct spelling and reasonably good punctuation, they are allowed to be sent.

Following are a few of the notes which the Fourth Grade girls wrote to Mrs. Thorp (the only living daughter of Henry W. Longfellow), who entertained us so delightfully at her father's home in The Craigie House in Cambridge a short time ago. It took no persuasion to have the children write these letters. Just a suggestion that perhaps we might do something to show our appreciation for her kindness to us brought a ready response of, "May we write and thank Mrs. Thorp?" A brief talk of what such a letter might contain was sufficient to set the children to work with varying degrees of conventionality or originality, as is evident from the results. Incidentally, we were delighted that, although most of us wrote first in braille, it being easier and quicker to put down our thoughts in that form, one copying with pencil was enough to produce a creditable array of notes which were duly forwarded to Mrs. Thorp.

Dear Mrs. Thorp,

I would like to thank you and Miss McClellan for being so kind to us Monday. I liked the chair, the stairs and the two clocks best. Everything else was interesting, too.

We would like to have you and Miss McClellan come to visit our school some day soon. We would be glad to show you all around.

With best wishes,

Lorraine O'Donnell

Dear Mrs. Thorp,

I enjoyed everything you showed us. I thank you for giving us such a privilege. I was especially interested in the statue of Atlas. I also liked the wonderful chair with the beautiful carved letters on it. We also visited at the Longfellow Park. I liked the two statues of your father and Miles Standish.

I wish you would come and visit our school. I thank you many times for being so kind to us.

Your loving little friend,

Ethel Kennedy

Dear Mrs. Thorp,

The morning I spent at your father's home was very interesting. I thank you and Miss McClellan for letting us see so many things. I think you must have had fun when you were little in that big house. I was most interested in the chair that was made from the chestnut tree.

We went into the Longfellow Park and saw a memorial of your father. It was fun to go out on the porch.

I am sending a poem about Longfellow which I wrote.

With love,

RUTH COX

LONGFELLOW'S LOVE FOR HIS CHILDREN

Longfellow's heart is full of joy,
With love for each little girl and boy.

He's hidden a secret deep down in his heart,
It is the love for his children that will never depart.

Though he is busy with work and play,
He always finds time with the children to play.

RUTH COX

Note. All the letters had proper headings and spacing, and showed quite a bit of individuality in script.

Here, also, are a few compositions written by some of the girls:

A VISIT TO LONGFELLOW'S HOUSE

Monday morning Mrs. Cox took eight of us girls to Mr. Longfellow's house in her automobile.

The house was a large yellow one with a porch on three sides.

First we went into Mr. Longfellow's study. There we saw the chair that was made from the chestnut tree. We saw the three doors through which the little girls came to surprise their father.

Next we went into the library, which was a long room with five windows. There stood the piano which Miss Alice played when she was a girl. There were beautiful carved bookcases all around the room.

We sat on the stairs and listened to the grandfather clocks. On the hour they played a beautiful tune.

It was the most interesting house I have ever been in.

RUTH POTTER (Aged 10)

A VISIT TO LONGFELLOW'S HOUSE

Monday morning Mrs. Cox took us to the Longfellow House in her automobile.

In Mr. Longfellow's study there are the beautifully carved book-cases, the famous chair, and on the table are many rare, beautiful souvenirs.

In the drawing-room there are beside the fireplace two urns, and a piano which Grave Alice used to play.

In that house Mr. and Mrs. Washington stayed when George Washington was General.

We had a very pleasant visit.

GRACE SWANSON (Aged 9)

A VISIT TO LONGFELLOW'S HOUSE

We studied about Longfellow, a famous poet. We were glad when we were invited to visit his home.

His house is a large yellow one with white trimmings on it. A wide porch goes around three sides of the house.

First we looked at the bright brass door-knocker and the heavy key.

In the study we saw the chair that the children gave Mr. Long-fellow.

In the dining-room we saw a picture of Alice, Edith and Allegra. Alice had her arms around her sisters.

We saw a cannon ball that was found near Longfellow's house.

We heard a Grandfather Clock play a lovely tune.

We said "The Children's Hour" while we sat on the broad hall stairs.

When we got home, we told the other girls about the good time we all had.

ANGELINA CORREIA (Aged 10)

WPIPD BROADCASTS

FRIEDA KIEFER MERRY, PH.D.

EVERY year a group of Boston women entertain the boys in the Lower School at Perkins Institution. The children usually give a play as their contribution to the afternoon's amusement. This year the gymnastic classes planned some clever stunts, but something else was needed to add variety to the entertainment. It was suggested, therefore, that the children should imitate a radio program.

The idea was received with enthusiasm, but proved rather difficult to put into operation, since the children had so little opportunity to "listen in" on a real radio. To offset this disadvantage the boys were taken to the assembly room in the Upper School, where they listened to a radio program, the teacher calling their attention to the procedure followed in broadcasting. In addition to this, several of the boys, whose parents owned radios, "listened in" during their visits at home, and contributed many helpful suggestions.

For about a week the fourth and fifth grade language sections selected material for their program. They found that some things which seemed very good did not work so well when they were tried out. The boys discovered that the jokes weren't always funny or appropriate; that some of the stories were too long; that certain boys made better announcers than others; that almost every boy wanted to contribute a recipe, although only a few could be selected; that the class had to learn a few facts about the stock market in order to give quotations; that there would be no "news flashes" if two of the boys weren't more prompt in doing their assignments; and that even ukulele trios need practice.

Ten class periods and two rehearsals after school were required for this project; the actual broadcasting time being 38 minutes.

During the program all the boys participating sat on benches behind a large, folding, burlap screen in the gymnasium. The station announcer sat at a small, folding, card table in front of the benches. The only other properties used were ukuleles, books, and a few braille papers.

One of the partially-seeing boys guided each child to the improvised "microphone" (a piece of braille paper rolled funnel-shape), except those boys whose voices were clear and strong enough to be heard from the last row.

The small boy guests entered into the spirit of the program, responding to the "Good afternoons," and answering the riddles.

The radio program is reproduced as follows, with the exception of certain of the jokes and stories.

RADIO PROGRAM
Given by Miss Lermond's Class[1]

M.[2] "Good afternoon, everybody. This is Station WPIPD, Watertown, Perkins Institution Primary Department, owned and controlled by a Massachusetts Corporation, operated hourly on a frequency of 1930 kilocycles by authority of the Perkins Radio Commission. We are opening our program this afternoon with a selection by Lancelot Haywood and his JBL Trio, entitled *Santa Lucia.* The next number by the Trio will be *Anchors Aweigh.*"

"This is Station WPIPD, and you will now hear the latest news flashes from *The Perkins News.*"

W. "Today many people will see the Army and Navy Charity Football Game. This is the first game the two popular teams have played against each other for three years. The proceeds of the game will be turned over to the Salvation Army to help relieve the unemployment situation. This is the plan of the Salvation Army, who are making the appeal for the game for radio listeners to contribute as though they were paying an admission price.

Newport News, Virginia. With a bottle of water collected from the seven seas, Mrs. Herbert Hoover, wife of the nation's chief executive, christened a huge liner, the *President Hoover,* first of the Dollar Steamship Lines, new turbo-electric liner.

New York. It is said that some day in 1950 A.D. you will be able to take a rocket airplane in Berlin after breakfast. Before luncheon you will land safely in New York. This prophecy was made last night by Fritz Von Opel, the German rocket plane enthusiast, now in New York. (Arranged from newspaper items.)

Watertown. From Perkins Institution comes the news that they are building an addition to the small buildings found in the rear of the Primary Department. A tall fence will enclose this new house. When completed, the house will be rented to Mr. and Mrs. Small Calf, who are expected to arrive after the Christmas vacation."

M. "You will now hear the market quotations."

W. "This is the United Stock Brokers' Company broadcasting direct from our office at 72 Wiltshire St., Boston, through Station WPIPD. The latest stock market quotations:

Alaskan Mining	76½ up ½
Appalachian Aluminum	168 up 5
Boston Baked Beans, Inc.	25 down 2
Cape Cod Oysters	38 no change
*Consigli Aircraft	21⅛ no change
Fresh Air Taxicab	1½ down 1
Great Union Railroad	62 up ⅛
Great Home Bank	80 up ½
*Maynard Pickle	15 down 12
United Telephone	185 up ¾
Rialto Theatres	5 down ½

* (Last names of two boys in the Primary Department.)

[1]Teacher in the Boys' Primary Department, Perkins Institution and Massachusetts School for the Blind, Watertown.

[2]Initials of fifth-grade boys appearing on the program.

Our next broadcast will be at 5 p.m. today. W. N. announcing."

M. "This is Station WPIPD. We now present Miss Anna and Miss Margaret[3] of the Perkins Cooking Shop. Miss Anna."

G. "I am going to tell you how to make some sandwich filling. Perhaps you would like to use it when you have your next bridge party. Take 1 can of tuna fish and chop into small pieces. Mix with the tuna fish ½ cup of salad dressing, add ½ cup of chopped green olives, mix and spread on thin slices of buttered bread. Perhaps you'd like to use dark bread instead of white." (From a newspaper recipe.)

M. "Miss Margaret."

A. "Good afternoon, everyone. Today I am going to give you a recipe for baked bread and cheese. I am sure your family will enjoy it with cranberry sauce. It's delicious with a green vegetable. We are suggesting string beans because the fresh beans are a bargain this week at 10 cents a pound. Take 6 slices of bread, ½ cup of American cheese, ½ teaspoon of salt, 1½ cups of milk, ½ teaspoon of paprika, butter, 2 eggs. Spread bread with butter, pile one slice above another and cut in cubes. Cut the cheese in thin slices. Put cubes of bread and slices of cheese in a baking dish in alternate layers, sprinkling each layer with salt and paprika. Beat the eggs, add the milk, mix and pour over the bread and cheese. Bake at 350 degrees F. until firm in the center. Serve hot.

I shall now tell you how to make some excellent tea muffins. Take 3 tablespoons of butter, ½ cup of sugar, 1 egg, 1 teaspoon of soda, 1 cup of milk, 2 cups of flour, 2 teaspoons of cream of tartar, 1 teaspoon of salt. I shall now give you the directions. Cream butter, add sugar gradually, 1 egg well beaten, then add milk alternately with the flour. Mix and sift with remaining ingredients. Turn into buttered pans and bake in a moderate oven from 20 to 25 minutes. Good afternoon." (From a standard cook book.)

M. "Miss Anna and Miss Margaret will be heard from this station tomorrow at this same hour. This is Station WPIPD, Watertown, Perkins Institution Primary Department. You will now hear Happy Horace and His Funmakers." (At this point in the program the boys gave some jokes and riddles, of which the following is an example.)

"Good afternoon, everybody. How would you like to hear some riddles?" The class says: "Fine."

(The riddles are read from one of their school texts.)

"Little yellow twins were they,
Both neatly dressed in red.
I broke into their yellow house,
And took them from their bed.
I think you've done the very same,
So don't complain of me.
You swallow many just such twins,
Now guess what they can be."

[3] Two fifth-grade boys with high-pitched voices.

Class asks: "A cherry?"
"No, it is not a cherry."
"Is it a peach?"
"No, it isn't."
"A couple of peanuts?"
"Yes."

(Four jokes were read.)

M. "Listen in at this same time tomorrow for some more fun with Happy Horace. This is Station WPIPD. We have been very fortunate in having Professor Biaggio Macaluso with us this afternoon. Professor Biaggio Macaluso will give two solos entitled: *My Sunshine* and *It Happened in Monterey.*" (Combination of ukulele and harmonica.)
"This is Station WPIPD. We now transfer the control to Uncle John's house for another story hour. Uncle John, the Story Teller."

J. "Good afternoon, everybody. I am going to tell you a fable. The name of it is *The Wolf and the Shepherd.*" (Reads fable from braille text.) "Good afternoon, everybody."

M. "Back in the main studio of Station WPIPD. We now continue the program with a selection by the famous Harmony Four. Their first number will be *Silent Night,* followed by *O Little Town of Bethlehem.*
"This is Station WPIPD. We will now hear Alaric Nichols render *The Call of the Drum.*" (Reads selection from braille paper.)
"This is Station WPIPD. Mr. E. B. Walkout will now present the weather forecast."

W. "Good afternoon, everybody. I shall now give you the weather forecast for Boston and vicinity. Mostly cloudy today, colder tonight. Cloudy tomorrow. Northern New England: Cloudy and colder today. Cloudy tomorrow. I shall be on the air again at 11 o'clock tonight. This is E. B. Walkout speaking. Good-bye."

M. "This is Station WPIPD, Watertown, Perkins Institution Primary Department. This concludes our broadcast for this period. Your comments on this program will be appreciated. Address your letters to Station WPIPD. We are now signing off at exactly 3.02 o'clock, U. S. A. time. Merrill Maynard announcing. Good-bye."

It is hoped that a project such as that which has been described will stimulate other teachers to use it as a part of their language instruction. If a "real" radio is available, the children will get much more out of such a program, and will require less help from the teacher.

Long Live the Khan!

INCREASING THE EFFECTIVENESS OF LANGUAGE LESSONS WITH PRIMARY BOYS

MARY A. LERMOND[1]

IN helping our boys to speak more correctly, more effectively, and more agreeably we have found the study of synonyms and homonyms, as well as dramatization and language games, to be valuable aids.

Words seem to have a special fascination for the boys, particularly synonyms. First, they familiarize themselves with the pronunciation and definition of every word. Each boy then prepares eight cards bearing words in braille with their synonyms directly below them. After memorizing the contents of his card he exchanges with another boy, and thus all become familiar with a large number of words. After a day or two of study and review another set of synonyms is dictated. These words are then used in various ways, for example, the answering synonym may be required in writing, or in oral spelling.

A similar method is followed in regard to homonyms. A limited time is assigned for each boy to compile a list. The best lists are dictated as class lists, with additions being made continually. Reading and spelling lessons may thus become "homonym recognition periods," with emphasis upon spelling and definitions.

Dramatization, also, plays an important part in our language program. Dramatizing the stories in our readers gives much practice in oral expression in addition to encouraging ingenuity in solving such problems as arise in stage settings, properties, and costumes. The children's vivid imaginations often enable them to suggest valuable improvements.

Our first attempt at dramatization was the well-known story of "The Country Mouse and the City Mouse," which required but two scenes. The settings were mostly imaginary, supplemented, however, by a few simple properties. A floor ventilator became a mouse hole, a basket of wooden cubes represented beans, and a few chairs served as tables and cupboards, while a cap and apron transformed one of the boys into a housemaid.

Toward the end of the winter term we attempted a more difficult play, "The Khan of the Silver Crown," a story adapted from one of the reading texts.[2] In order to dramatize this story effectively many scenes were necessary. Consequently, the boys decided that certain parts could be read aloud, while others could be acted or presented in tableaux. The scene being laid in Tartary, proper costumes became a problem, and as a result of suggestions from the boys a number of coolie

[1]Teacher of language in the Boys' Primary Department, Lower School, Perkins Institution and Massachusetts School for the Blind.

[2]By Lillian C. Price, From *Pathway to Reading, Fourth Reader,* by Coleman, Uhl, and Hosic, Silver, Burdett and Company, Boston, 1926, pp. 69-80.

coats and kimonos were borrowed. These proved quite satisfactory and their varied colors and designs made the setting more attractive.

When it was suggested that swords would add to the effectiveness of their decorations, the boys used all their free time for several days making them in wood colored red, yellow and black.

In order to help our boys overcome undesirable speech habits many periods are given to speech drill and language games where they may hear the correct forms frequently repeated in as natural situations as possible.

We introduce our favorite language game with the following jingle:[3]

A fat little boy who said "ain't,"
Fell into a can of red paint.
He said with a shout,
"If I ever get out,
I'll say 'isn't' and 'aren't,' not 'ain't'!"

A boy (the "guesser") is sent out of the room, while the other pupils choose any word in the following lists:

Animal	*Mineral*	*Vegetable*[4]
cow	gold	oranges
pig	silver	lemons
dog	brass	apples
horse	iron	pineapples
lion	copper	spinach
giraffe	coal	celery
tiger	diamonds	cotton
chicken		

For example, if the word "celery" is chosen, the "guesser" is called in and asks: "Is it an animal?"

Class: "No, it isn't an animal."
Guesser: "Is it a vegetable?"
Class: "Yes, it is a vegetable."
Guesser: "Is it an orange?"
Class: "No, it isn't an orange."
Guesser: "Is it celery?"
Class: "Yes, it is celery."

The next pupil is then allowed to guess. A pupil is counted out if he drags or hesitates. As a surprise the same word may be chosen twice in succession.

To increase the children's vocabularies and to give them practice in the correct pronunciation of "ing," the following game is helpful:

"I saw ——"[5]

[3] Sheridan, Kleiser and Mathews, *Speaking and Writing English, Book Two,* Benjamin H. Sanborn and Company, Boston, 1928, p. 23.
[4] Ibid., p. 23.
[5] Ibid., p. 49.

The class is divided into two groups, and each child in one group tells about a man or woman whom he has seen working. The child in the opposite group guesses what he is.

Example:

A. I saw a man shingling a house.
B. It must have been a carpenter.

I saw a man — driving a fire-engine
selling vegetables
making bread
mending shoes
painting a house
filling a tooth
making a suit of clothes
carrying mail
planting corn
laying bricks

I saw a woman — making a dress
waiting on table
trimming a hat

Another game giving practice in the use of "were" may be played as follows:[6]

The class is divided into two teams, *A* and *B*. Team *A* asks the questions which must begin with the words "Were there—?" or "Were the—?" Team *B's* first boy answers the question, using the words *were* or *weren't*. After a few suggested sentences the boys have little difficulty in composing their own.

Example:

A. Were there cakes in the pantry?
B. Yes, there were cakes in the pantry.

Were there — boys in the playground?
cookies in the box?
candy in the dish?
letters on the tables?
pillows on the chair?
dishes in the sink?
periods and capitals?
any misspelled words?
cars in the road?

Team *B* asks the questions as soon as every one in Team *A* has asked one. If a boy says "was" he is counted out and must take his seat.

A fourth game (adapted after one used with seeing children)[7]

[6] Ibid., p. 92.
[7] Ibid., p. 97.

based upon the correct use of *did* and *done* is introduced by having the boys recite:

I did it.	We did it.
He did it.	You did it.
She did it.	They did it.

One child stands in the corner with his back to the boys who are grouped around him. The teacher signals to a boy, who taps the guesser's back. The guesser says, "John did that." John replies, "No, some one else did it." The guesser must continue until he discovers who tapped him, and that boy answers, "Yes, I did it."

If a child says "done" he is penalized by asking him to take his seat.

It has been our experience at Perkins that language devices, such as those described in this article, are much more effective in eliminating common errors of speech than are the more formal types of drill. They also result in greater interest and spontaneity of expression.

"Good Afternoon, Everybody!"

"MY WEEKLY READER" AS A BASIS FOR PROJECT WORK IN LANGUAGE

FEODORE M. NICHOLLS[1]

"MY WEEKLY READER," issued during the school year by the American Education Press, Inc.,[2] is a most useful and instructive little paper for young readers.

It has furnished the first and second grade boys with a wealth of language material. Each edition contains interesting current events, nature information, biography, geography, and helpful suggestions about things to do and to make.

Each Friday, in the afternoon, the first and second grade boys gather to hear "My Weekly Reader." This period is looked forward to eagerly. As this paper is not in braille, it is first read through to the boys. After the reading the information in the paper may be utilized in numerous ways.

The suggestions on the last page, together with the check-ups provided there, are most helpful. Often the check-ups are used orally with a group. These tests furnish material for individual work when put into braille. Pupils enjoy using such material for a personal test. Later comparisons may be made by those participating, and progress rated.

These are some of the uses to which we have put "My Weekly Reader." A list of names of persons, places and things taken from "My Weekly Reader" is prepared. Such a list may contain Admiral Byrd, Abraham Lincoln, Tony Sarg, Alaska, Penguins, and so on. This list may be put into braille or may be read. As each word in the list is read children give some information about the subject. Admiral Byrd would probably bring forth the fact that he flew over the South Pole, or that he is an aviator, etc. This helps the child to remember the information acquired from one reading, and is an interesting proof of the worth of this little paper. The information given by the children is concise and shows a gain in general knowledge. To vary this check-up the children may be divided into groups, each working for points for his own group.

"My Weekly Reader" supplies us with much good material for special occasions, such as Washington's and Lincoln's Birthdays, Tree Day, etc. The material is suitable for young children and can be distributed among them to prepare for such programs.

One issue of the paper offered prizes for the three best poems written by school children. The first and second grade boys each wrote a poem and the three best were sent to the editor. Some very good

[1] Teacher of the first and second grades in the Lower School, Perkins Institution and Massachusetts School for the Blind.

[2] 40 South Third St., Columbus, Ohio.

results were obtained. Although the poems did not win a prize, they furnished a point of contact with other children. Through this effort many of the children began to show an interest in poetry, for numerous poems were read and talked over before their own attempts were made.

The boys enjoy a "Crossing Out Game" found on the last page of many of the issues of our paper. It is easily put into braille and is very helpful for drill work, for quick word recognition and comprehension. The words to be used may be put on slips of paper and arranged on a Boston Board[1] (a convenient device for holding words in place), or may be written on a sheet of braille paper. Three related words and one unrelated word are in a group. For example, one group may be composed of the following:

king prince cousin queen

Another may contain:

strong jump hardy healthy

As many groups as desired may be prepared. If the Boston Board is used, the word *cousin* should be taken from the first group and *jump* from the second. If the groups are on paper the unrelated word, from each group, may be copied on a separate sheet.

Often the children enjoy telling in their own words something that particularly interested them in a current copy of "My Weekly Reader." This may come at the close of the reading or at a later period.

Lists of words may be arranged: List One containing words used in "My Weekly Reader" and List Two containing definitions that have been used. The words and their meanings are not in order. The child rearranges his second list to fit the meanings to the right words in List One. Such a list may include these words which have occurred in the paper.

List I. armistice, igloo, dictionary, submarine, cobra, turban, sanctuary.

List II. to stop fighting, a place where birds are safe, a boat that can go under water, a deadly snake of India, a head dress worn by some people of the East, an Eskimo house. When the lists are arranged correctly they read: armistice, to stop fighting; igloo, an Eskimo house, etc.

The tests that call for "Yes" and "No" are always enjoyed by the whole group and give encouragement to the slower and more reticent children.

Material in the paper furnishes subject matter for stories to be reproduced in the children's words. These are written during the writing period, made up into little books and taken home at the close of each term.

This is a sample of another check-up which the boys enjoy. One person calls out a word which suggests another word, limiting or explaining it.

[1] Sold by the American Foundation for the Blind, Inc., 125 East 46th Street, New York, New York.

"Laws" suggests the response "rules"
"Holland": "wooden shoes or windmills"
"Noah Webster": "dictionary"
"Carillon": "bells"
"Mayflower": "Pilgrims," etc.

Many of the persons writing for "My Weekly Reader," or those the paper writes about, seem like friends to the boys. Uncle Ben, Aunt Sally, Admiral Byrd, Tony Sarg and Peggy Ann Hoover are certainly more than names to them. On March seventeenth some of the boys came into the school room with, "Today is Peggy Ann's birthday." "It's a nice day for it," said another. "Will she have a cake and five candles?" asked another.

From Uncle Ben's letters the children are learning something about the customs and doings of other children and people. They have a better understanding of different countries and how to reach them. Such information helps to widen their horizons.

Much interest has been shown in the coming fair to be held in France. The boys were interested in the life-sized model of Mount Vernon this country is sending. This suggested we have a fair in our school room. Many of the children had new toys bought with their "Lincoln dollars" (received on Lincoln's Birthday from a fund provided for that purpose). The children were eager to show their new toys and so a fair was held. Each boy's exhibit was his new toy, which he demonstrated. Each one made his toy go, told about it and answered questions asked by the visiting group of boys not in the exhibit. We had toy buses, tractors, steam shovels, a pony express, pocket slate, banjo, and a model of a wagon made from an erector set.

One recent copy of "My Weekly Reader" suggested the children give a broadcast of stories and poems to encourage clear and careful speech.

Some of the second grade boys prepared a broadcast for the others. A cardboard disk, fastened to a yard stick which was tied to the back of a chair, made an acceptable microphone.

The station call WACK was chosen because they said Boston Stations have W first, A and C stand for Anagnos Cottage where they live, and K for Kindergarten Department.

One boy offered himself as announcer, another said he'd give news flashes gleaned from "My Weekly Reader," while another said he'd broadcast the weather report. Three offered brief poems, while three others said they'd give a little play called, "The Tar Baby."

The broadcast was taken very seriously, especially when each one stood before the microphone. The announcer gave a careful account of the little play to be acted. He told the time of day, the place where the scene was laid, named the actors and the parts they would take.

After the broadcast some helpful suggestions for other broadcasts

were noted. Little asides, in the form of corrections for the announcer by other broadcasters, were to be eliminated. It afforded opportunity to stress the need of better preparation for future programs. It was seen that one's thoughts must be well in mind and that one must be careful not to make side remarks one does not want reproduced over the microphone.

"My Weekly Reader" is so appreciated and enjoyed that the paper itself suggested a group of lessons on "How People of Olden Times Heard the News" and "The Making of a Paper."

The children learned about the town crier and how he took the place of a newspaper. Some of them played they were "The Town Crier," ringing a bell to collect an audience and calling out interesting news.

On the making of a newspaper much information was obtained from the children about papers in general. Taking "My Weekly Reader" as a tangible source of supply of ideas on papers, a better understanding was secured of how a paper is made.

The boys were eager to tell what "My Weekly Reader" is. "It's a newspaper," volunteered one. What kind of news does it print? This brought forth such answers: "It tells about other boys and girls." "It tells us where and how they live." "It tells us how other boys and girls play, what they learn." "We learn about new inventions and buildings." "It tells us about strange birds and animals." Other questions suggested were,

"Is the news about things happening now?
How often do we get our paper?
Does one person prepare the paper?"

From these it was found that one person might be at the head of the paper, called the editor. Those assisting or helping were called assisting editors. It was learned that many were needed to collect news.

In "My Weekly Reader" Uncle Ben and Aunt Sally were responsible for the letters. Schools and individuals sent in pictures and write-ups of their doings. It was found there must be ways of collecting news. Some said it was telephoned in. From that the information of telegraphing and cabling news was touched upon. The men bringing in the news were called reporters. Each reporter was responsible for definite news. It was seen that photographers and artists were needed for pictures, and that cartoons and jokes also helped to make up a newspaper.

A visit to a modern newspaper plant was taken by the teacher and a little about the machines passed on to the children, as simply as possible.

The setting of type by hand, and now by means of modern machines, was explained. They learned that each sheet of the newspaper had to have a proof copy, which in turn had to be read by people

called proof readers to see that all was correct before a final copy could be made. This they could understand, for often they found it necessary to recopy stories they wanted to have just right for books which they take home. They began to realize a little what a big job the making of a paper is, and how some papers have foreign correspondents. This was made clearer because Uncle Ben is like a foreign correspondent. The huge presses for printing the papers, machines for folding them and others for addressing those going to other towns and cities were sources of great interest.

"My Weekly Reader" is not only a means for giving the children valuable general information, but also serves as a basis for interesting projects, and is appreciated by both pupils and teacher.

COMMON LANGUAGE ERRORS MADE BY A REPRESENTATIVE GROUP OF BLIND CHILDREN[1]

FRIEDA KIEFER MERRY, PH.D.

The Problem

SINCE language is so important a factor in effective social participation, especially with blind people, an investigation was undertaken by the Department of Special Studies to determine the ability of blind children to recognize common errors in everyday speech, and to ascertain the degree of improvement resulting from corrective drill.

The specific aims of this study, therefore, were:

(1) To determine the types of errors in language usage recognized by a representative group of blind children;
(2) To make a general comparison of achievement between blind and seeing children;
(3) To indicate those errors most needing correction, and to suggest sources where the teacher may obtain specific information on decreasing such errors; and
(4) To check, by means of equivalent forms of a standardized test, the degree of improvement made.

The First Survey

Two hundred and fifty-four children, ranging in age from 7 to 27 years, enrolled in grades 3 through 6 in two day-school classes and eight residential schools for the blind over widely separated areas in the United States (also, including one school in Canada) participated in this study. On October 27, 1930, they were given Story I of the Wilson Language Error Test[2] which was put into braille by permission of both author[3] and publisher.[4]

The type of examination used is in the form of a story containing twenty-eight language errors characteristic of those found to be most prevalent among seeing children. Each child was directed to list all errors and their corrections on a separate sheet of paper, and was given ample time to finish the story.

All tests were administered and scored by the teachers, and results were sent to the Department of Special Studies for compilation.

Prior to the investigation the query was made whether or not it was good psychology to confront a child with incorrect language

[1]The writer acknowledges with thanks the clerical assistance of Miss Anna Rosenbaum of the Department of Special Studies.

[2]Called "A" by Dr. Wilson.

[3]Dr. G. M. Wilson.

[4]World Book Co., Yonkers-on-Hudson, New York, N. Y.

forms. Dr. Wilson presents sufficient evidence to convince us that his method is satisfactory.[5] He claims that children eliminated their errors rapidly when his tests were used in connection with a teaching program, and that the results justified his plan of presentation.

In a number of studies of language errors it has been shown that their range is small, and that poor English is due chiefly to the frequent repetition of a few errors only.[6] This is the principle underlying the Wilson Test. The present investigator has classified the errors found in Story I of the Wilson Examination as shown in Table I.

TABLE I

CLASSIFICATION OF ERRORS IN WILSON'S LANGUAGE TEST, STORY I

Classification of Errors	*Frequency of Occurrence (In Per Cent)*
Confusion of past tense and past participle	14.28
Failure of verb to agree with subject in number and person	10.71
Barbarisms	10.71
Confusion of demonstrative adjectives and personal pronouns	3.57
Confusion of present and past tense	3.57
Use of wrong preposition	3.57
Syntactical redundance	3.57
Subject of verb not in nominative case	3.57
Confusion of parts of speech due to similarity of sound	10.71
Double negative	14.28
First personal pronoun standing first in a series	3.57
Confusion of adjectives and adverbs	10.71
Confusion of conjunctive adverb with relative pronoun	3.57
Incorrect use of mood (subjunctive)	3.57
Total	99.96

Results of Survey I

(1) An analysis of 4,121 language errors recognized by the blind children in the first survey is presented in Table II, arranged in order of recognition (from the easiest to the most difficult).

[5] Consult: Wilson, G. M., "Language Error Tests," *Journal of Educational Psychology,* XIII, September and October, 1922, 341-349, 430-437; also see ink-print test folder.

[6] Wilson says that in ten thousand errors the thirteen most common compose 48 per cent of all scored. Consult: Wilson, G. M., "Locating the Language Errors of Children," *Elementary School Journal,* XXI, December, 1920, pp. 290-296.

TABLE II

LANGUAGE ERRORS NOTICED BY BLIND CHILDREN ARRANGED ACCORDING TO EASE OF RECOGNITION

(Based upon Specific Errors)

Language Errors Recognized and Their Corrections		*Ease of Recognition*
saw	seen	Recognized by 75 to 88% of Blind Children
hopes	hope	
taken	took	
ain't	haven't	
feller	fellow	
et	ate	
them	the, those	
give	gave	Recognized by 50 to 75% of Blind Children
comes	come	
to	at	
John he	omit he	
me	I	
seen	saw	
did	done	
too	two	
are	our	
no	any	Recognized by 25 to 50% of Blind Children
Me and Dorothy	Dorothy and I	
especial	especially	
ain't got no	have no, / haven't any	
to	too	
as	that	
was	were (mood)	
sure	surely	
real	really, very	Recognized by 25% of Blind Children
was	were	
couldn't	could	Recognized by Fewer than 20% of Blind Children

Table III shows the data of Table II grouped according to a general classification.

TABLE III

LANGUAGE ERRORS NOTICED BY BLIND CHILDREN ARRANGED ACCORDING TO EASE OF RECOGNITION

(Based upon a General Classification)

General Classification of Language Errors	*Ease of Recognition*
Confusion of past tense and past participle Failure of verb to agree with subject in number and person Barbarisms Confusion of demonstrative adjectives and personal pronouns	Recognized by 75 to 88% of Blind Children
Confusion of present and past tense Failure of verb to agree with subject in number and person Wrong preposition Syntactical redundance Subject of verb not in nominative case Confusion of past tense and past participle Confusion of parts of speech due to similarity of sound	Recognized by 50 to 75% of Blind Children
Double negative First personal pronoun standing first in a series Confusion of adjectives and adverbs Confusion of parts of speech due to similarity of sound Confusion of conjunctive adverb with relative pronoun Incorrect use of mood (subjunctive)	Recognized by 25 to 50% of Blind Children
Confusion of adjectives and adverbs Failure of verb to agree with subject in number and person	Recognized by 25% of Blind Children
Double negative	Recognized by Fewer than 20% of Blind Children

The results given in Tables II and III show that corrective drill was needed especially in the following cases:

Correct use of negative

Agreement of verb with subject in number and person, especially the verb "was"

Proper place of "I" in a series

Correct use of adjectives and adverbs
Distinguishing parts of speech confused on account of similarity of sound, and
Correct use of conjunctive adverbs

Since there is considerable disagreement as to the value of teaching the Subjunctive Mood, it was questioned if much time should be spent upon the correction of errors involving its use.

(2) Table IV compares the grade and age achievement of blind with seeing children on the Wilson Language Error Test, Story I.

TABLE IV

COMPARISON OF GRADE AND AGE ACHIEVEMENT BETWEEN REPRESENTATIVE GROUPS OF BLIND AND SEEING CHILDREN

Grades	3			4			5					6		
Median Score														
Seeing Children*	7			11			14					17		
Blind Children	14			16.5			18					19		
Ages	7	8	9	10	11	12	13	14	15	16	17	18	19	20 and above
Median Score														
Seeing Children*	10	12	14	16	18	20	22	23	24	25	25	25	25	25
Blind Children	†	†	†	16	15	15.5	17.5	17	17	19	†	†	†	†

*These norms may be somewhat high, as they are based upon results given in May. See ink-print test folder.

†Too few cases to figure norms.

Although our results (Table IV) seem to indicate that blind children are superior to seeing children in grade achievement, this apparent superiority is discounted largely by the over-ageness of the former. Comparison on the basis of age, probably a fairer estimate, indicates in general that the blind children in this survey are below the median accomplishment of seeing children.

(3) It was recommended that the teachers concerned drill each child upon his individual errors, as well as those which this study showed to be most prevalent, and that she make use of certain suggested material.[7, 8, 9]

[7]Charters, W. W., and Paul, Harry G., *Games and Other Devices for Improving Pupils' English,* Dept. of the Interior, Bureau of Education, Bulletin, 1923, No. 43. A copy may be procured for ten cents from the Superintendent of Documents, Government Printing Office, Washington, D. C.

[8]Young, Nell J., and Memmott, Frederick W., *Methods in Elementary English,* D. Appleton and Co., New York, 1923, especially pp. 155-188.

[9]Sheridan, Bernard M., *Speaking and Writing English.* Manual for Teachers. Benjamin H. Sanborn and Co., 1929, especially pp. 212-218.

Survey II

On February 16, 1931, Story II[10] was administered to the same children in the same schools and classes for the blind and under conditions similar to those in the first study. The errors found in Story II of the Wilson Examination are classified in Table V.

TABLE V

CLASSIFICATION OF ERRORS IN WILSON'S LANGUAGE TEST, STORY II

Classification of Errors	*Frequency of Occurrence (In Per Cent)*
Confusion of past tense and past participle	22.22
Barbarisms	22.22
Double negative	11.11
Confusion of adjectives and adverbs	7.40
Confusion of present and past tense	7.40
Use of incorrect verb	7.40
Confusion of parts of speech due to similarity of sound	7.40
Syntactical redundance	3.70
Failure of verb to agree with subject in number	3.70
Confusion of past tense with infinitive or syntactical redundance*	3.70
Incorrect case of a predicate substantive completing a finite verb	3.70
Total	99.95

*Either correction is satisfactory.

Results of Survey II

(1) An analysis of 4,780 language errors recognized by the blind children in the second survey is presented in Table VI, arranged in order of recognition (from the easiest to the most difficult).

[10]Known as Story "B" in the Wilson Language Error Test.

TABLE VI

LANGUAGE ERRORS NOTICED BY BLIND CHILDREN ARRANGED ACCORDING TO EASE OF RECOGNITION

(Based upon Specific Errors)

Language Errors Recognized and Their Corrections		*Ease of Recognition*
et	ate	Recognized by 75 to 92% of Blind Children
is	are	
give	gave	
he	omit he	
none	any	
seen	saw	
had came	had come / came	
git	get	
had saw	had seen / saw	
did	done	
begun	began	
once't	once	
done	did	
learn	teach	
sit	set	
hisself	himself	Recognized by 50 to 75% of Blind Children
cetch	catch	
are	our	
can't never	can never / can't ever	
awful	very or / awfully	
him	he	
hain't got no	haven't any / have no	
ask	asked	Recognized by 25 to 50% of Blind Children
to	too	
and went	to go / or omit	
good	well	

Table VII shows the data of Table VI grouped according to a general classification.

TABLE VII

LANGUAGE ERRORS NOTICED BY BLIND CHILDREN ARRANGED ACCORDING TO EASE OF RECOGNITION

(Based upon a General Classification)

General Classification of Language Errors	*Ease of Recognition*
Barbarisms Failure of verb to agree with subject in number Confusion of present and past tense Syntactical redundance Double negative Confusion of past tense and past participle Use of incorrect verb	Recognized by 75 to 92% of Blind Children
Barbarisms Confusion of parts of speech due to similarity of sound Double negative Confusion of adjectives and adverbs Incorrect case of a predicate substantive completing a finite verb	Recognized by 50 to 75% of Blind Children
Confusion of present and past tense Confusion of parts of speech due to similarity of sound Confusion of past tense with infinitive or syntactical redundance Confusion of adjectives and adverbs	Recognized by 25 to 50% of Blind Children

The results given in Tables VI and VII show that 9 per cent improvement was made when compared with similar tables in the October, 1930, report. While the easiest errors in the first survey were recognized by not more than 88 per cent of blind children, in the February, 1931, investigation they were recognized by as many as 92 per cent of the blind pupils. Furthermore, some errors which were listed among the most difficult in the first survey, and, therefore, required special drill, were found among the easiest to recognize in the second survey, e.g., *agreement of verb with subject in number and person* and *correct use of negative*. Although Stories I and II are presumably of equal value the distribution of errors is not identical, i.e., certain types of errors appearing in Story I are not found in Story II. It is impossible, therefore, to determine the amount of im-

provement made on: *the proper place of "I" in a series; the correct use of conjunctive adverbs;* and *the use of the Subjunctive Mood.* Attention is called to the fact that two types of errors (viz., *correct use of adjectives and adverbs;* and *distinguishing parts of speech confused on account of similarity of sound*) which were indicated in the first report as unusually difficult, still were recognized by only a comparatively small number of blind children. In addition, the second survey shows that drill should be given in: *the correct use of present and past tense;* and *the correct use of the infinitive.*

(2) Table VIII compares the grade and age achievement of blind with seeing children on the Wilson Language Error Test, Story II, and also shows the standards made by blind children on Story I.

TABLE VIII

COMPARISON OF GRADE AND AGE ACHIEVEMENT BETWEEN REPRESENTATIVE GROUPS OF BLIND AND SEEING CHILDREN

(Surveys I and II)

Grades	3	4	5	6
Median Score				
Seeing Children	7	11	14	17
Blind Children				
Survey I	14	16.5	18	19
Blind Children				
Survey II	19	19	23	23

Ages	7	8	9	10	11	12	13	14	15	16	17	18	19	20 and above
Median Score														
Seeing Children	10	12	14	16	18	20	22	23	24	25	25	25	25	25
Blind Children														
Survey I	*	*	*	16	15	15.5	17.5	17	17	19	*	*	*	*
Survey II	*	*	*	21	20.5	21	21	20	21.5	22	23	*	*	*

*Too few cases to figure norms.

The results of Survey II (Table VIII) seem to indicate that blind children are superior to seeing children in grade achievement, but, despite considerable improvement at all age levels,[11] blind children in this study did not reach the standards for seeing children beyond the age of 13.

[11] The greatest gains in *total scores* were made by the following: age eleven approximately 37 per cent; age twelve 35 per cent, and age ten 31 per cent.

Survey III

Story III[12] was used in the third survey (May, 1931) to determine the amount of improvement which a representative group of blind children made in recognizing common errors in everyday language.

Table IX gives a classification of the errors found in Story III of the Wilson Examination.

TABLE IX

CLASSIFICATION OF ERRORS IN WILSON'S LANGUAGE TEST, STORY III

Classification of Errors	*Frequency of Occurrence (In Per Cent)*
Confusion of parts of speech due to similarity of sound	10.71
Syntactical redundance	7.14
Confusion of adjectives and adverbs	3.57
Barbarisms	10.71
Confusion of demonstrative adjectives and personal pronouns	3.57
Use of incorrect article	3.57
Colloquialism	3.57
Failure of verb to agree with subject in number	7.14
Subject of verb not in nominative case	7.14
Confusion of conjunctive adverb with relative pronoun	3.57
Confusion of past tense and past participle	10.71
Typographical error	3.57
Double negative	7.14
Use of incorrect verb	7.14
Incorrect case of a predicate substantive completing a finite verb	3.57
First personal pronoun standing first in a series	3.57
Confusion of present and past tense	3.57
Total	99.96

Results of Survey III

(1) An analysis of 4,856 language errors recognized by the blind children in the third survey is presented in Table X, arranged in order of recognition (from the easiest to the most difficult).

[12]Known as Story "C" in the Wilson Language Error Test.

TABLE X

LANGUAGE ERRORS NOTICED BY BLIND CHILDREN ARRANGED ACCORDING TO EASE OF RECOGNITION

(Based upon Specific Errors)

Language Errors Recognized and Their Corrections		*Ease of Recognition*
ain't	isn't	Recognized by 75 to 96% of Blind Children
was	were	
me	I	
give	gave	
are	our	
she	omit she	
done	did	
The	They	
went	gone	
them	the, or those	
a	an	
git	get	
too	two	
hadn't no	had no, or hadn't any	Recognized by 50 to 75% of Blind Children
run	ran	
so's	so, or so that	
an awful	a very	
can	may	
there	their	
Me and William	William and I	Recognized by 25 to 50% of Blind Children
up	omit up	
ain't never	had never, or hadn't ever	
leave	let	
Lots of	Many	
him	he	Recognized by Fewer than 20% of Blind Children

Table XI shows the data of Table X grouped according to a general classification.

TABLE XI

LANGUAGE ERRORS NOTICED BY BLIND CHILDREN ARRANGED ACCORDING TO EASE OF RECOGNITION

(Based upon a General Classification)

General Classification of Language Errors	*Ease of Recognition*
Barbarisms Failure of verb to agree with subject in number Subject of verb not in nominative case Confusion of present and past tense Confusion of parts of speech due to similarity of sound Syntactical redundance Confusion of past tense and past participle Typographical error Confusion of demonstrative adjective and personal pronoun Use of incorrect article	Recognized by 75 to 96% of Blind Children
Double negative Confusion of past tense and past participle Confusion of conjunctive adverb with relative pronoun Confusion of adjectives and adverbs Use of incorrect verb Confusion of parts of speech due to similarity of sound	Recognized by 50 to 75% of Blind Children
Subject of verb not in nominative case Syntactical redundance Barbarisms Use of incorrect verb First personal pronoun standing first in a series Colloquialism	Recognized by 25 to 50% of Blind Children
Incorrect case of a predicate substantive completing a finite verb	Recognized by Fewer than 20% of Blind Children

An analysis of the results showed that *ten per cent* improvement was made since October, 1930, but *less than one per cent* improvement when compared with the February, 1931, survey. Whereas, the easiest errors in the first report were recognized by not more than 88 per cent of blind children, in the February, 1931, tabulation, they were recognized by as many as 92 per cent of the blind children, and by 96 per cent in the May, 1931, investigation.

The proper place of "I" in a series was still found to be unusually difficult and drill, also, was needed in using *the correct case of a predicate substantive completing a finite verb.* A gain was shown, however,

in *the correct use of conjunctive adverbs.* It was impossible to ascertain whether or not any improvement was made in *the correct use of the Subjunctive Mood* and *of the infinitive,* since errors of this type were not included in Story III. It was gratifying, however, to note improvement in *the correct use of adjectives and adverbs; distinguishing parts of speech confused on account of similarity of sound;* and *the correct use of present and past tense.*

(2) Table XII compares the grade and age achievement of blind with seeing children on the Wilson Language Error Test, Story III, and also shows the standards made by blind children on Story I and Story II.

TABLE XII

COMPARISON OF GRADE AND AGE ACHIEVEMENT BETWEEN REPRESENTATIVE GROUPS OF BLIND AND SEEING CHILDREN

(All Surveys)

Grades			3			4			5			6	
Median Score													
Seeing Children			7			11			14			17	
Blind Children Survey I			14			16.5			18			19	
Blind Children Survey II			19			19			23			23	
Blind Children Survey III			19			19			22			21	
Ages	7	8	9	10	11	12	13	14	15	16	17	18	19	20 and above
Median Score														
Seeing Children	10	12	14	16	18	20	22	23	24	25	25	25	25	25
Blind Children														
Survey I	*	*	*	16	15	15.5	17.5	17	17	19	*	*	*	*
Survey II	*	*	*	21	20.5	21	21	20	21.5	22	23	*	*	*
Survey III	*	*	*	19.5	21	17	20	19	22	23	23	*	*	*

*Too few cases to figure norms.

The results of Survey III (Table XII) indicate that blind children are superior to seeing children in grade achievement, but do not reach the age norms for seeing children beyond 12 years. There is, in general, a slight falling off in the standards between the second and third investigations.[13]

[13]Age twelve showed a loss of approximately 19 per cent, while ages eleven, fifteen, and sixteen made negligible gains.

Conclusions

The three language surveys conducted by the Department of Special Studies together with suggestions for remedial work reveal but ten per cent gross improvement in the types of errors made by the pupils participating in this investigation during a period extending from October, 1930, to May, 1931. Although the eleven-year-old group made an average gain (over the October medians) of 40 per cent and the fifteen-year-olds 29 per cent, our pupils, in general, fail to attain the age norms established for comparable groups of seeing children. Notwithstanding the presence of language handicaps among blind children from foreign homes and the unequal distribution of errors in the three forms of the test, it seems reasonable to expect that greater improvement should have been made. In view of these results teachers in schools for the blind, obviously, should strive to make their instruction in language more effective.